

HPPS Weekly Home Learning 2020 – 2021

	Maths	Reading	Writing	Spelling/Phonics	HPPS Creative
Monday	LI: Multiplication sentences from pictures (Some using the X symbol)	LI: To read and understand new words Children to be introduced to new words from their book. What does the word look like? Represent it as a picture, write it in a sentence.	LI: To retrieve information from the text Overview: Introduce weekly words. Children to listen to half of the text, understand the question and write the answer.	Weekly Spelling/Handwriting Focus: Possessive apostrophes/s and es ----- Phonics Revisit/Review: Recall all graphemes/pronunciations learned Teach: Alternative pronunciation of 'u' Practise: Best bet Apply: Chilli challenge	PE – LI : To know and explore simple skills and how to copy, remember, repeat them Know how to apply skills and actions in sequence and combinations. Understand how to observe, describe and copy what others have done. Know how important it is to be active ----- DT LI: To research a product Overview: Children to explore sliders that make things move, looking at examples and talking about how they move. Children to have a go at making a simple slider.
Tuesday	LI: To go through 2, 5 and 10 times tables (guided)	LI: To decode unfamiliar words Children to recap their phonics strategies for reading. Children to read their group's text, sharing their text with a partner.	LI: To find information from the text Modified: Children to focus on the author's use of words, answering questions on vocabulary. Children can draw out interesting vocabulary	Phonics Revisit/Review: Recall all graphemes/pronunciations learned Teach: Alternative pronunciation of 'ow' Practise: Best bet Apply: Chilli challenge	RE LI: To explain the key beliefs held by Muslims. Overview - . Recall the six key beliefs held by Muslims. -Create an artistic list of the key beliefs using calligraphy

			they want to use.		
Wednesday	LI: To go through 2, 5 and 10 times tables (measure)	LI: To find information from the text Children to be given questions about their text, including page number clues.	LI: To sequence information Overview: Children to sequence the text using existing pictures or storyboards. Children to practise reading with expression as they retell the book so far	No phonics session	DT - Food Technology Catch up learning Outdoor learning
Thursday	LI: To Make equal groups of 2/5/10	LI: To talk about a person or character feelings After reading their group's book, children should talk about what the people/characters in their text might be thinking based on the clues given.	LI: To write sentences in order. Overview: Children to summarise the main parts, using existing pictures from the text or their own drawings. After sorting pictures or drawing their own, they should write simple sentences, accompanying the pictures.	Phonics Revisit/Review: Recall all graphemes/pronunciations learned Teach: Alternative pronunciation of 'ie' Practise: Best bet Apply: Secret teacher	Computing – LI: To sort and answer questions using yes/no answers Overview: We can use yes/no questions to eliminate/identify objects/things. We could also use it to classify something (link to venn diagrams). Questions need to be different and you need to be able to answer yes or no. Explain that there needs to be an end outcome also, i.e. identify the person/object.
Friday	LI: To Make equal groups of 2/5/10	Reading For purpose (Africa/animal texts) Children to read different texts about African and British animals, noting down interesting facts they	LI: To add adjectives to my work Overview Children to recap yesterday's sentences. Children to uplevel their sentences to include adjectives, creating noun phrases/expanded noun phrases.	Phonics Revisit/Review: Recall all graphemes/pronunciations learned Teach: Alternative pronunciation of 'ea' Practise: ea or e Apply: Secret teacher	Geography- LI: To identify human and physical features of Kenya Overview: Children to locate Kenya on a map, globe, atlases. Using ipads to check, they should sort out photos of human/physical features, comparing them with

		could use for their writing next week.			those in England. <hr/> Science - LI: To classify things that are living, dead or never been alive Overview: Children to sort pictures or objects into living, non-living or dead. Children should suggest ways in which they could find out if something was non-living, living or dead.
	Daily Activities Daily Raving Reading: Read for at least 15 minutes and record it in your home reading record. Remember there is a reward if you read and record every day Daily Maths: Login and practise times tables rockstars (https://trockstars.com/)			Useful Online Resources https://www.oxfordreadingbuddy.com/uk https://www.mathletics.com/uk/ https://www.purplemash.com/sch/horton-bd5 https://www.bbc.co.uk/bitesize/levels/z3g4d2p https://uk.ixl.com/	

Please use the links below to help you learn at home. You can do this work on the computer or in your Home Learning book and upload it onto Seesaw. It is important to complete all the work to ensure you keep up with the learning we are doing in school.